

Podcasting

McClain, et al.: Podcasting with Kids: Differentiating Instruction Digitally

- Use podcast for scaffolding and frontloading (vocabulary, key terms/ideas, and background knowledge)
- Used podcast with 7-10 year old students diagnosed with specific learning disabilities, health impairments, autism and cognitive disabilities.
- Student generated podcasts for weather unit

Findings

- Improved
 - retention of information
 - Writing skills/peer editing (development of podcast scripts)
 - Collaboration
 - Motivation
 - engagement
- Boosted self-esteem
- Motivation
- Was effective and innovative way to frontload new information for students and provide scaffold to support understanding and comprehension.

Bogia: Enhanced Vocabulary Podcasts Implementation in Fifth Grade Classrooms

- What benefits can podcast provide for the teaching of reading?
Additional exposure to content, vocabulary
- According to Young & Bush (cited in the article), how should technologies like podcast be used in the classroom?
To supplement and enhance traditional literacy materials
- "Elementary students should experience many exposures to vocabulary in meaning contexts (Cecil & Gipe, 2009)." How can podcast assist in this area?
The benefits of podcasts are the ability to provide additional exposure to content.

Putman & Kingsley: The Atoms Family: Using Podcasts to Enhance the Development of Science Vocabulary

What are podcast?

- Audio recording that can be played on a computer or mp3 player (combination of iPod and broadcast)

What are the characteristics of podcast? What are the benefits of podcast?

- Portable
- Content presented to listener anytime, anywhere (anything)
- Inexpensive
- Simple

- Portable
- Reusable
- Differentiation of instruction
- Introduce new material
- Increased motivation
- Higher level thinking
- Improved writing and listening skills
- Augment instruction
- Help if a student is absent
- Professional development
- Presentation of materials by teachers and students
- Communicate with community and parents (seen in Dlott article)
- Students can listen to as many times as they like
- “Ultimately, content is designed to reach students in their zone of proximal development, to scaffold learning and support emerging capabilities.” (p . 101)

How did the researchers avoid passive listening in their podcasts?

- Students had to fill in missing words in passages and to stop the podcast and complete activities.

Did the podcasts motivate students to learn their vocabulary? Improve science vocabulary?

- Yes (76%) agreed that it motivated them.
- 86% stated the podcast assisted in improved learning of vocabulary.

Be sure to look over Table 2.

Dlott: A (Pod)cast of thousands

How did she use podcasts?

- To support/improve students’ writing

Where did students post their podcasts?

- On a blog

According to Dlott, what was the most important part of her students creating podcasts? Why?

- The process. She believed that creating podcasts would motivate students to learn content and viewing podcasts on the blog would motivate them to write comments to their peers. She believed that they would help students develop 21st century skills. They also, ultimately improved students writing skills.

For what kind of projects did students use podcasts?

- Geography with writing (students had to sell the town they were assigned with descriptive language)
- Digital tour of town
- Collaborative creation of a poem with another elementary school